

# **Orientation and Training for USAID/Benin Gender Committee and Advice for Development of a Gender Strategy Implementation Plan**

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1717 Massachusetts Ave. NW, Suite 302, Washington, DC 20036 USA  
Tel.: 202-332-2853 FAX: 202-332-8257 Internet: [WIDinfo@widtech.org](mailto:WIDinfo@widtech.org)

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A Women in Development Technical Assistance Project

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# Orientation and Training for USAID/Benin Gender Committee and Advice for Development of a Gender Strategy Implementation Plan

by

Patricia L. Delaney  
Denise Beaulieu

In collaboration with

Bernice Noudegbessi

Development Alternatives, Inc.

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## LIST OF ACRONYMS

APE	Parent and Student Associations
ATI	Appropriate Technologies International
COGEC	Community Health Management Committee
CTO	Cognizant Technical Officer
D/G	Democracy/Governance
EGAT/WID	Office of Economic Growth, Agriculture and Trade/Women in Development
FP	Family Planning
IEC	Information, Education, Communication
IR	Intermediate Result
PMP	Performance Monitoring Plan
R&R	Resource and Reporting
RFA	Request for Application
RFP	Request for Proposal
SO	Strategic Objective
SpO	Special Objective
USAID	United States Agency for International Development
WID	Women in Development
WIDTECH	Women in Development Technical Assistance Project





## TABLE OF CONTENTS

<b>EXECUTIVE SUMMARY</b>	<b>ix</b>
<b>INTRODUCTION</b>	<b>1</b>
<b>METHODOLOGY</b>	<b>3</b>
<b>TRAINING AND ORIENTATION OF GENDER COMMITTEE</b>	<b>5</b>
OVERVIEW .....	5
PURPOSE AND LEARNING OBJECTIVES .....	5
TRAINING METHODOLOGY AND LOGISTICS .....	5
PARTICIPANTS .....	6
TRAINING CURRICULUM AND OUTPUTS .....	7
WORKSHOP AT A GLANCE .....	7
Day 1—Gender Issues in Development .....	7
Day 2—Incorporating Gender into the Development Cycle in ADS and Beyond .....	11
Day 3—Opportunities, Synergies, and Next Steps for Gender Integration at USAID/Benin .....	13
<b>ASSESSMENT OF TRAINING</b>	<b>17</b>
RESOURCE MATERIALS .....	17
<b>RECOMMENDATIONS FOR A DRAFT GENDER STRATEGY IMPLEMENTATION PLAN</b>	<b>19</b>
OVERVIEW .....	19
Purpose .....	19
Timeframe .....	19
Methodology and Process .....	19
STRATEGIC APPROACH .....	20
Manage Gender as a Cross-Cutting Issue .....	20
Strengthen Current Programs .....	21
Develop Policies, Structures and Procedures that Favor Gender Integration Synergies in New Programming Efforts .....	26
Develop Local Capacity to Promote and Implement Gender-Sensitive Programs .....	28
Strengthen Linkages with Other Donors .....	29
RESOURCES .....	29

<b>ANNEX A: STATEMENT OF WORK</b>	<b>A-1</b>
<b>ANNEX B: RESOURCE DOCUMENTS</b>	<b>B-1</b>
<b>ANNEX C: SUPPORTING TRAINING MATERIALS</b>	<b>C-1</b>
<b>ANNEX D: PRESENTATION ON GENDER INTEGRATION (POWERPOINT SLIDES)</b>	<b>D-1</b>
<b>ANNEX E: EVALUATION INFORMATION</b>	<b>E-1</b>

## LIST OF TABLES

### **Table**

1	USAID/Benin Gender Training Participants.....	6
2	Activity Profile by Gender for Benin.....	10
3	Access to and Control of Resources by Gender in Benin .....	11
4	Constraints to and Enabling Factors for Gender Mainstreaming.....	16
5	Mainstream Gender as a Cross-Cutting Issue .....	21
6	SO 1: More Children Receive, on an Equitable Basis, a Basic Education that Prepares them for Productive Roles in Society .....	22
7	SO 2: Increased use of Family Health Services and Preventive Measures within a Supportive Policy Environment .....	23
8	SpO: Improved Governance and Strengthened Democracy .....	25
9	Develop and Disseminate Guidelines for New Programming .....	26



## EXECUTIVE SUMMARY

Based on recommendations in the USAID/Benin Gender Strategy and the responsibilities outlined in the Mission Order on Gender, USAID/Benin requested gender training support from the Women in Development Technical Assistance Project (WIDTECH), a project of the Women in Development Office at USAID/Washington. WIDTECH provided two gender trainers, Patricia Delaney and Denise Beaulieu, to design and implement a three-day training program on gender integration for USAID/Benin staff. The program was held on June 21, 24, and 26, 2002, at the USAID/Benin Mission.

The purpose of the training was to enhance the technical skills of the USAID/Benin Gender Committee by demonstrating how they can:

- Identify and address gender in program sectors;
- Identify and develop cross-cutting synergies as they relate to gender; and
- Monitor and report on performance in achieving gender results.

The training focused on integrating gender considerations into the Benin Country Program. Specific themes included key gender issues in development; incorporating gender into each phase of the program cycle; developing gender-sensitive results for each Strategic Objective (SO); and identifying cross-cutting synergies, and constraints to and enabling factors for implementing the country Gender Strategy.

### Training Methodology and Participants

The facilitators used a combination of training techniques and approaches to ensure maximum participation and learning. Up to 12 USAID/Benin staff members participated in the training each day. For most sessions at least one team member from each SO team attended. Nine participants received certificates for completing the full three-day course.

### Training Curriculum and Outcomes

The WIDTECH team developed the training curriculum in conjunction with Yeshe Dejene, WIDTECH's Economic Growth Specialist, and in consultation with Bernice Noudegbessi, the USAID/Benin WID Officer.

<b>Day One: Gender Issues in Development</b>	<ul style="list-style-type: none"> <li>▪ Opening</li> <li>▪ Introductions</li> <li>▪ Overview of Gender and Development</li> <li>▪ Basic Gender Concepts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Current USAID Policy Guidance</li> <li>▪ USAID/Benin Gender Strategy</li> <li>▪ Gender Analysis Exercise</li> </ul>
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On Day 1 participants demonstrated significant knowledge of and personal experience on gender issues in Benin. After analyzing the gender country profile from the Gender Assessment Report, they identified several additional constraints to gender equity in Benin, including traditional cultural practices, legal structures favoring men, and women's perpetuation of inequalities. The process of identifying and discussing these inequities and those described in the report revealed a breadth of knowledge to tap for future gender work. While the technical terms for these issues may have been new to the participants, the concepts themselves were not.

A major output from Day 1 was a gender analysis of information included in the gender assessment (also supported by WIDTECH). Participants identified and disaggregated the activities of men and women.

#### Activity Profile by Gender for Benin

Activities Completed by Women and Girls	Activities Completed by Men and Boys
<ul style="list-style-type: none"> <li>▪ Providing water</li> <li>▪ Fetching wood</li> <li>▪ Cooking</li> <li>▪ Feeding family</li> <li>▪ Caring for children</li> <li>▪ Trading informally</li> <li>▪ Trafficking in milled lumber</li> <li>▪ Providing domestic and agricultural labor at home</li> <li>▪ Providing financial support for families</li> </ul>	<ul style="list-style-type: none"> <li>▪ Managing inheritance</li> <li>▪ Providing some financial support for families</li> <li>▪ Trading informally</li> <li>▪ Trafficking in milled lumber</li> <li>▪ Providing some domestic labor</li> </ul>

The discussion following the analysis centered on the need to avoid exaggerating the level of inequality. The debate revealed disagreement among the training participants about the extent of gender-based inequality in Benin. In the team's experience, such disagreements are common and often indicate a latent level of resistance that should be addressed in the future.

Despite the differing viewpoints about gender access to resources, virtually all the participants agreed that men not only have access to more resources and benefits, but they often also control the few resources to which women have access.

<b>Day Two: Incorporating Gender into the Development Cycle in ADS and Beyond</b>	<ul style="list-style-type: none"> <li>▪ Overview of ADS Requirements for Gender</li> <li>▪ Group Exercise on Gender Analysis</li> <li>▪ Group Exercise on Data Collection</li> </ul>	<ul style="list-style-type: none"> <li>▪ Group Exercise on Gender Sensitive Data Analysis</li> <li>▪ Group Exercise on Activity Design</li> <li>▪ Group Exercise on Activity Approval</li> </ul>
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Day 2 involved extensive group work with SO teams. The majority of the day was spent on a pair of gender analysis exercises, focusing on both the SO and project levels. Although the exercises were an exact replica of the ones completed on Day 1, all teams struggled to complete the gender analyses. However, by the end of day, participants seemed much more

comfortable with the notion of gender analysis and their ability to apply it at both the SO and project levels.

Another exercise of the day focused on data collection. Each participant completed a sample qualitative data instrument – a daily activity diagram. The subsequent animated discussion revealed how such data could be useful for planning and implementing programs.

The end of the day was devoted to a short video clip on participatory research in girl's education. The video was set in The Gambia and depicted the importance of girl's education and the kinds of data collection tools used to do a gender analysis before designing the education project.

<b>Day Three: Opportunities, Synergies, and Next Steps for Gender Integration at USAID/Benin</b>	<ul style="list-style-type: none"> <li>▪ Performance Monitoring Plan</li> <li>▪ Gender-sensitive Indicators</li> <li>▪ Data Analysis Plans</li> <li>▪ Group Exercise on Indicator Development</li> </ul>	<ul style="list-style-type: none"> <li>▪ Cross-Cutting Synergies</li> <li>▪ Next Steps</li> <li>▪ Evaluations and Presentation of Certificates</li> </ul>
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Based on the challenges associated with the group work on Day 2, the WIDTECH trainers opted to meet individually with each small group on the morning of Day 3. The facilitated work sessions walked the groups through the curriculum elements and provided more detailed one-on-one technical assistance for completing each step in the group exercise. Small groups worked together to complete hands-on practice with the Performance Monitoring Plan (PMP), gender-sensitive indicators, and data analysis plans.

A major topic for Day 3 was resistance to gender mainstreaming. Through a role play, participants identified tactics used to resist gender mainstreaming (e.g., minimizing the problem; adopting a condescending attitude; and using customs and traditional behavior to justify the situation), and to minimize resistance (e.g., supporting arguments with well-researched, documented facts; using patience; and building alliances with colleagues and senior management).

Another exercise included using a gender lens to map out potential gender-linked synergies in the current USAID/Benin program. Participants from each SO team identified the following synergies:

- **Democracy and Governance ↔ Health**
  - Increase the number of women who have access to health services through improving service delivery and increasing income-generating activities to support women's ability to pay for health services;
  - Decentralize the health sector, while focusing on women's participation in health management committees, and improve their input and access to decision-making structures;
  - Increase women's involvement in health promotion and prevention activities; and
  - Sensitize women to the benefits of girls' education.

- **Health↔Education**

- Promote and implement information, education, and communication (IEC) activities on HIV/AIDS, family planning (FP), and malaria, and incorporate them into primary school curriculum supported by adequate teacher training.

- **Democracy and Governance ↔Education**

- Increase women's participation in decision making at various levels (parents associations and schools); and
- Increase women's income to support girls' school fees.

## **Assessment of Training**

Participants were generally satisfied with the training curriculum and trainers but some felt that the training objectives were not met entirely. Several participants indicated that the training was too short or that they had insufficient time to master the gender analysis tools. Many expressed a strong interest in receiving additional training and support on gender mainstreaming.

The WIDTECH team felt that the training helped to increase the Mission staff's understanding of the basic tools and concepts of gender mainstreaming. Participants were sensitized to the Mission Order on Gender, the Gender Strategy, and the need to promote gender mainstreaming.

As expected, while the majority of participants were enthusiastic about mainstreaming gender into their work, the trainers did note some resistance from several participants. These participants made the following points: new gender requirements will cause additional workload; current programming already sufficiently incorporates gender; and there are difficulties in understanding that gender issues are not only women's issues.

## **Recommendations for a Draft Gender Strategy Implementation Plan**

In addition to implementing a gender training for Mission staff, the trainers also helped the Mission develop a Gender Strategy Implementation Plan. The purpose of the plan was to identify actions to integrate gender considerations effectively into all relevant Mission programs and activities. The recommendations of the gender assessment (conducted by WIDTECH for USAID/Benin) and the strategic approach outlined in the Mission Order on Gender helped identify these specific actions. The plan was developed through a series of activities involving the Mission WID Officer, the gender training participants, and the WIDTECH trainers.

The activities presented in this plan will be carried out during the 2002-2005 period and are grouped into five larger components:



1. Manage gender as a cross-cutting issue;
2. Strengthen the current program through measuring and reporting impact more effectively by taking gender into account;
3. Develop policies, structures, and procedures that favor gender-integrated synergies in all new programming efforts;
4. Develop local capacity to promote and implement gender-sensitive programs; and
5. Strengthen linkages and coordination with other donors.

The detailed Gender Strategy Implementation Plan presents the specific responsibilities, resources, target dates, and outputs for completing each action.

Mission staff will play a central role in successfully implementing the gender strategy plan. More specifically, the Mission WID Officer, SO Team Leaders, and Gender Committee members will be responsible for ensuring that the plan's activities are completed.

1. **Manage Gender as a Cross-cutting Issue.** The following actions were identified as essential to establishing the processes that will ensure sustainability of efforts to mainstream gender as a cross-cutting issue into all programs of USAID/Benin:
  - Validate this plan with all SO and Special Objective (SpO) teams;
  - Review the composition and responsibilities of the Gender Committee;
  - Develop an internal communication strategy to promote gender mainstreaming;
  - Develop a semi-annual process to review progress made in integrating gender into all mission programs and activities;
  - Research funding sources for gender activities; and
  - Increase internal capacity building through sensitization activities and refresher training for Mission staff.

The Gender Committee, SO Team Leaders, and the WID Officer will be responsible for ensuring that these activities are completed during the July-October 2002 period.

2. **Strengthen the Current Program.** Gender performance indicators should be included in the Performance Monitoring Plan for all SOs and SpOs. This will require changes at all reporting levels (implementing partners and other local organizations taking part in the programs) and will require adequate support to ensure the collection of reliable data. It is suggested that annual reports present progress made toward documenting and reducing gender inequalities.

SO 1: More Children Receive, on an Equitable Basis, a Basic Education that Prepares Them for Productive Roles in Society

- Consider adding gender-disaggregated<sup>1</sup> performance indicators in the Performance Monitoring Plan, specifically for Intermediate Result (IR) 1, “Improved Key Pedagogical Systems and Inputs for Delivery of a Quality Basic Education,” and IR 4, “Increased Civil and Government Participation in Basic Education”;
- Build links between existing credit programs (i.e. USAID programs) and girls’ education to help increase women’s income, financial independence, and power in decision making regarding their daughters’ education; and
- Ensure that the National Network for the Promotion of Girls' Education and the Ministry of Education's Office for the Promotion of Girls' Education have different roles to avoid duplicating efforts.

## SO 2: Increased Use of Family Health Services and Preventive Measures within a Supportive Policy Environment

- Place emphasis on increasing greater opportunities for women to serve on health co-management and other health-related community committees and to serve as community outreach workers;
- Extend efforts to increase women’s participation in literacy training to facilitate their access to health information and decision-making positions in health management committees;
- Continue and increase the use of gender-sensitive studies that illuminate social, cultural, and economic determinants of health service use. In particular, conduct a baseline study on men’s attitudes and willingness to support their wives’ and children’s access to health services;
- Collaborate with existing credit and labor-saving technology programs to free women’s time and reduce their drudgery, increase women’s incomes, and strengthen their economic access to health services and products; and
- Consider adding a performance indicator on client satisfaction with and use of services by gender to measure changes in women’s and men’s satisfaction with and their own use of services, as well as men’s satisfaction relative to their wives’ and children’s use.

## SpO: Improved Governance and Strengthened Democracy

- Continue support for developing viable micro-finance institutions and programs in Benin, either directly through institutional support or indirectly through improving the policy and regulatory environment;
- Strengthen efforts to reach more women in the market gardening and palm oil components of the Appropriate Technologies International (ATI) program; and
- Increase support for women’s participation in the decentralization process, and promote women’s candidacies for election as local council members.

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<sup>1</sup> Gender disaggregated performance indicators are based on data that can be disaggregated by sex and analyzed using gender analysis. This analysis would look at differences between, for instance, the number of female and male teachers trained or boys/girls gross enrollment rates, in terms of time, activities, access to and control over economic resources, and decision-making power.

The SO Team Leaders, Resource and Reporting (R&R) Specialists, Gender Committee, and implementing partners will share responsibility for implementing these key actions from September 2002 to September 2004. The detailed Gender Strategy Implementation Plan presents the specific responsibilities, resources, target dates, and outputs for completing each action.

**3. Develop Policies, Structures, and Procedures to Mainstream Gender in New Programs.** To ensure the sustainable integration of gender considerations into all new programs, the following priority actions were identified:

- Disseminate the Mission Gender Policy to implementing and other partners;
- Develop and disseminate guidelines for new programming. Incorporate the guidelines into all phases of program development and implementation, and disseminate the guidelines to implementing partners and other organizations;
- Co-finance, among all SO and SpO teams, specific cross-cutting gender activities targeting grassroots beneficiaries. Priorities to address include implementing income-generating activities, and increasing participation and decision making;
- Enforce new gender guidelines; and
- Actively take part in Synergy Committee.

The WID Officer, Gender Committee, and the Program Coordination Office will be primarily responsible for developing, disseminating, and enforcing the gender-sensitive programming guidelines. These guidelines should be ready by September 2003.

SO and SpO teams should incorporate gender considerations into all phases of new programs as they are designed and planned. The teams should promote synergies through integrating gender as a cross-cutting theme in all aspects of programming and reinforce linkages between education, health, and democracy and governance programs.

**SO 1: More Children Receive, on an Equitable Basis, a Basic Education that Prepares Them for Productive Roles in Society**

- When designing new programs, give special attention to the issue of female teachers' scarcity, especially in rural areas. Consider helping the government with developing a female-teacher recruitment and incentive policy.

**SO 2: Increased Use of Family Health Services and Preventive Measures within a Supportive Policy Environment**

- In the planned new HIV/AIDS activity, include measures targeted at:
  - Married women and adolescent girls – among the groups least likely to be able to protect themselves against infection; and
  - Men – to sensitize them about their role in preventing the transmission of HIV/AIDS.

**SpO: Improved Governance and Strengthened Democracy**

- Ensure that any new SpO or activity related to agriculture offers opportunities for men and women to participate and tracks their participation and the benefits to them (the current draft proposal for a new SpO). The proposed new IR, “Improved Environment for Private and Local Initiatives,” could include the following:
  - Efforts to make agriculture and agro-processing technologies, as well as other labor-saving technologies to free time for productive activities, available and accessible to women either individually or through cooperatives. The current ATI program might constitute an interesting avenue for exploring such opportunities;
  - Ways to expedite land titling for women;
  - Efforts to ensure that women’s groups and cooperatives are included in activities to increase civil society and local community participation in decision making;
  - Ways to strengthen NGO networks, women’s groups, and associations’ capacity to advocate for land rights and titles;
  - Ways to ensure women have access to information and communication technologies;
- If a new agriculture SpO is adopted, gender-sensitive performance indicators should be developed.

With the guidance of the Gender Committee, the SO and SpO teams will be responsible for incorporating gender considerations into all new programs.

4. **Develop Local Capacity to Promote and Implement Gender-Sensitive Programs.** To successfully implement the Gender Strategy, USAID/Benin staff and implementing partners will need training. Capacity building activities should be planned and incorporated into the Mission and SO and SpO team work plans.

#### USAID/Benin Staff

- The WID Officer should have opportunities to enhance her knowledge and skills through participating in training held regionally or overseas.
- Gender Committee members should be allowed to participate in training or events addressing gender issues related to their SO or SpO.
- Mission staff should attend periodic knowledge sharing events and regular refresher training to help further their knowledge and skills.

#### Implementing Partners

Their role calls for a series of measures specifically designed to meet their capacity development needs:

- Thematic conferences (e.g. "Gender and Governance");
- Knowledge-sharing events where they would share their experience and best practices; and
- A training program addressing the integration of gender into all phases of the program cycle.

#### Government of Benin

- Disseminate the Gender Strategy to the government;
  - Exchange information with key government partners; and
  - If, appropriate, offer gender training to select groups of government officials.
5. **Strengthen Linkages with Other Donors.** To help institutionalize the donor group supporting gender mainstreaming:
- Share knowledge with other donors; and
  - Seek financial contributions from other donors for gender-related activities, studies, and other initiatives of mutual interest.

## Resources

While USAID/Benin should allocate some of its institutional resources to support gender integration, some financial resources will be required for external technical assistance, events, and other activities not currently covered in the SO and SpO teams' budgets. Sources of support for implementing the Gender Strategy could include:

- EGAT/WID
- International consultants (through USAID contracting mechanisms)
- Local consultants
- Implementing partners
- Other donors



## INTRODUCTION

Based on recommendations in the USAID/Benin Gender Strategy and the responsibilities outlined in the Mission Order on Gender, USAID/Benin requested gender training support from the Office of Women in Development (EGAT/WID)'s Women in Development Technical Assistance Project (WIDTECH). Previous to this request, WIDTECH consultants conducted a gender assessment to support implementing and mainstreaming an integrated strategy to enhance the effectiveness of USAID/Benin's development assistance programs.

The scope of work in Annex A called for a detailed training curriculum to be delivered to USAID/Benin Mission staff. The curriculum included topics such as identifying gender issues in development strategies; monitoring and incorporating gender into the Mission's Results Framework, program, and activities; overseeing the implementation of the Mission's Gender Strategy; incorporating gender into the Mission's Performance Monitoring Plan (PMP), and promoting synergies relevant to gender throughout all the program's areas. The scope of work further called for recommendations for a draft Gender Strategy Implementation Plan.

This report includes a description of the methodologies used to develop and implement the gender training workshop, including the purpose of the three-day training, the learning objectives as identified by the participants themselves, and the training curriculum. This is followed by a description of the training outputs, participant evaluations, the trainers' assessments, and a list of resources and recommendations for future capacity building in gender at USAID/Benin.

The remaining portion of the report presents the Gender Strategy Implementation Plan. It includes recommendations, timetables, responsible parties, resources required and probable outputs for five categories of actions for the Mission to undertake. These categories include mainstreaming gender as a cross-cutting issue; strengthening current programs; developing policies, structures, and procedures; developing local capacity; and strengthening linkages with other donors.





## METHODOLOGY

The WIDTECH training team prepared for its assignment by reviewing the previous WIDTECH Gender Assessment Report, Mission Order on Gender, and Gender Strategy. The team relied upon the new ADS guidelines, existing Mission documents, and specific Strategic Objectives (SO) teams' documentation to prepare the draft training curriculum prior to departing to Benin. The training team submitted the draft curriculum to the Mission and WIDTECH in Washington, D.C. for review. Upon arriving in Benin, the team met and consulted with the SO Team Leaders, the Acting Director, and the Program Officer to finalize the training curriculum and identify opportunities and constraints to implementing the existing Gender Strategy.

The training materials were revised to incorporate current, concrete examples from the USAID/Benin program. The team utilized all the readily available training resources. Throughout the three-day training event, the team re-examined and adapted the training approach and materials in order to maximize learning. The final training day was conducted in small groups with individual trainer attention for each SO team. The WIDTECH team prepared a notebook on gender issues and resources to serve as a future reference point for the Gender Committee.

To develop the Draft Gender Strategy Implementation Plan, the WIDTECH team worked extensively with the WID Officer, Bernice Noudegbessi. Using a Venn Diagram tool, a stakeholder analysis exercise identified key constraints and determined recommended timelines to decision making. The team used formal and informal information gathered from the Gender Committee, the trainees, and other USAID/Benin staff and also used a series of training exercises to further test the enabling factors and constraints from the staff's perspective. The team incorporated the results from those exercises, the training evaluations, and the training debriefing into the plan. The WID Officer reviewed the draft, and the WIDTECH team revised it with her input.



## **TRAINING AND ORIENTATION OF GENDER COMMITTEE**

### **OVERVIEW**

The three-day training program was held June 21, 24, and 26, 2002, at the USAID/Benin Mission. The training focused on integrating gender considerations into the Benin Country Program. Specific themes included key gender issues in development; incorporating gender into each phase of the program cycle; developing gender-sensitive results for each SO; and identifying cross-cutting synergies, and constraints to and enabling factors for implementing the Gender Strategy.

### **PURPOSE AND LEARNING OBJECTIVES**

The purpose of the training was to enhance the technical skills of the USAID/Benin Gender Committee by demonstrating how they can 1) identify and address gender in program sectors; 2) identify and develop cross-cutting synergies as they relate to gender; and 3) monitor and report on performance in achieving gender results.

The majority of the participants provided input to the trainers, who identified the priority training themes. The nine learning objectives developed by the team and the WID Officer were to:

- Gain a common understanding of USAID's view of gender as a key development issue;
- Share a familiarity with key gender concepts and tools used for integrating gender considerations into country programs;
- Learn how to use the main gender analysis tools;
- Learn how to use gender analytical frameworks to identify gender issues;
- Learn how to develop gender-sensitive results statements that are relevant to the SO of the country program;
- Gain practical experience in applying gender-sensitive data to activity planning and approval;
- Learn to develop and incorporate gender-sensitive indicators into the Performance Monitoring Plan;
- Revise the gender strategy to ensure that findings of new gender analyses are incorporated at the activity level; and
- Identify key issues influencing the implementation of the Gender Strategy.

### **TRAINING METHODOLOGY AND LOGISTICS**

The trainers used a combination of training techniques and approaches to ensure maximum participation and learning, such as brief presentations of concepts and tools alternated with practical exercises completed in small groups. The trainers used plenary sessions to facilitate

the sharing of experience and to extract lessons from practical exercises that related directly to the USAID/Benin Gender Strategy and existing and future development activities. The more academic exercises were punctuated with role plays, learning games, and a video clip to maintain participant interest and stimulate discussion.

Day 2 of the training made extensive use of small group work, enabling SO teams to gain hands-on experience with the gender analysis tools. The teams spent much of the day using gender analysis at SO and project levels. Because of the challenging nature of the group work on Day 2, the WIDTECH team modified the training format for the morning of Day 3. Instead of meeting together, each SO team met individually with at least one trainer for an intensive, hands-on work session. These sessions focused on performance monitoring, gender-sensitive indicators, and incorporating gender sensitivity into pre-obligation requirements, e.g., Requests for Applications (RFAs). The sessions enabled each SO team to have the undivided attention of the trainers.

The WID Officer was instrumental in making the logistical arrangements for the training. Both she and other Mission staff ensured that the necessary audio-visual equipment, flipcharts, photocopies, and training certificates were available.

## PARTICIPANTS

Up to 12 USAID/Benin staff participated in the training each day (Table 1). For most sessions, at least one team member from each SO team was present.

**Table 1: USAID/Benin Gender Training Participants**

<b>Basic Education Team</b>	<b>Family Health Team</b>	<b>Democracy/ Governance Team</b>	<b>Other</b>
Georgette Pokou	Charles Ogouchi	Josephine Hasford	Antonine Bibi, Coordinating Unit
Pierre Atchadé	Francine Nicoué	Bernice Noudegbessi	Helene Donhossou, Coordinating Unit
Eric Sossouhounto	Nicodeme Conde		Jaqueline Ahouansou, Executive Office
			Lynn Keeys, Program Officer

In retrospect, the trainers and the WID Officer might have used a different process for selecting participants and dates to ensure that most or all of the key participants were available. The composition of the Gender Committee being somewhat provisional, coupled with the tremendous demands on staff time in each SO team, meant that not all participants were able to attend all the training sessions.

## TRAINING CURRICULUM AND OUTPUTS

The trainers developed the training curriculum with support from Yeshe Dejene, WIDTECH's Economic Growth Specialist, and in consultation with Bernice Noudegnessi, USAID/Benin's WID Officer. The curriculum was largely based on the draft Gender Help Annex<sup>2</sup>, the USAID/Benin Mission Order on Gender, and the USAID/Benin Gender Strategy. It was fine-tuned over the course of the training to maximize learning.

The following sections provide a brief overview of the training as well as a day-by-day breakdown of the activities, methods, and outcomes. The complete version of the curriculum was provided in electronic format to the Mission. The supporting group exercises can be found in Annex C.

### WORKSHOP AT A GLANCE

	Morning Activities	Afternoon Activities
<b>Day One: Gender Issues in Development</b>	<ul style="list-style-type: none"> <li>Opening</li> <li>Introductions</li> <li>Overview of Gender and Development</li> <li>Basic Gender Concepts</li> </ul>	<ul style="list-style-type: none"> <li>Current USAID Policy Guidance</li> <li>USAID/Benin Gender Strategy</li> <li>Gender Analysis Exercise</li> </ul>
<b>Day Two: Incorporating Gender into the Development Cycle in ADS and Beyond</b>	<ul style="list-style-type: none"> <li>Overview of ADS Requirements for Gender</li> <li>Group Exercise on Gender Analysis</li> <li>Group Exercise on Data Collection</li> </ul>	<ul style="list-style-type: none"> <li>Group Exercise on Gender Sensitive Data Analysis</li> <li>Group Exercise on Activity Design</li> <li>Group Exercise on Activity Approval</li> </ul>
<b>Day Three: Opportunities, Synergies, and Next Steps for Gender Integration at USAID/Benin</b>	<ul style="list-style-type: none"> <li>Performance Monitoring Plan</li> <li>Gender-sensitive Indicators</li> <li>Data Analysis Plans</li> <li>Group Exercise on Indicator Development</li> </ul>	<ul style="list-style-type: none"> <li>Cross-Cutting Synergies</li> <li>Next Steps</li> <li>Evaluations and Presentation of Certificates</li> </ul>

### Day 1—Gender Issues in Development

#### *Learning Objectives*

- Gain a common understanding of USAID's view of gender as a key development issue;

<sup>2</sup> The Gender Help Annex is a draft WIDTECH document that is designed to accompany the ADS guidelines and provide Missions with concrete examples of how to operationalize gender mainstreaming in the context of the ADS directives.

- Share a familiarity with the key concepts and tools utilized for integrating gender considerations into country programs; and
- Learn to use the main gender analysis frameworks and tools.

Session	Purpose	Method
Opening Ceremony	To officially open the workshop.	Presentation by Acting Director.
Introductions/Learning Objectives	To set the stage for the workshop, establish ground rules, and discuss learning objectives.	Individual introductions and presentation of results from training needs assessment.
Benefits of Incorporating Gender into Development Programs	To introduce the macro-level rationale for gender mainstreaming.	Lecture presentation of global and Benin-specific statistics and plenary Q&A about major trends.
Gender Stereotypes	To provide concrete examples of gender stereotypes and discuss how gender is context-based.	Icebreaker game in which participants chose likely gender of key occupations.
Basic Concepts : <ul style="list-style-type: none"> <li>▪ Sex vs. Gender</li> <li>▪ Gender Equality</li> <li>▪ Gender Integration</li> <li>▪ Gender Mainstreaming</li> <li>▪ Gender Analysis</li> <li>▪ Gender Perspective</li> <li>▪ Gender Roles, Relations, and Identities</li> </ul>	To establish a shared familiarity with the most important theories, concepts, and building blocks for gender mainstreaming into development work.	Lecture presentation of definitions with relevant examples from USAID missions and projects throughout the world.
WID vs. GAD (Women in Development vs. Gender and Development)	To explore the evolution of theories and practices in integrating gender into development.	Directed discussion about the transition from “women only” projects to complete gender analysis.
USAID Gender Policy and USAID/Benin Gender Strategy <ul style="list-style-type: none"> <li>▪ USAID/WID</li> <li>▪ USAID Gender Plan of Action</li> <li>▪ USAID/Benin Gender Strategy and Mission Order on Gender</li> </ul>	To place the status of Benin’s Gender Strategy within the larger agency context. To introduce the key strategic tools currently in place at USAID/Benin.	Brief presentation of the history of the WID Office at USAID; demonstration of WID technical resources; detailed presentation of Gender Plan of Action; and review of USAID/Benin Mission Order on Gender.
<b>Lunch</b>		
Gender Analysis <ul style="list-style-type: none"> <li>▪ The Tool</li> <li>▪ Gender Analysis of Benin</li> </ul>	To introduce the major methodological tool in gender work and give participants hands-on experience with the tool.	Presentation of gender analysis tools; practical application of country-level gender analysis tool in small groups.
ADS Requirements for Gender Analysis and Integration	To illustrate the places within current USAID policy guidance where gender analysis should be utilized.	Presentation of specific ADS requirements; review of USAID/Benin Mission Order on Gender responding to ADS; and brief overview of necessary skills to fulfill the Mission Order on Gender.

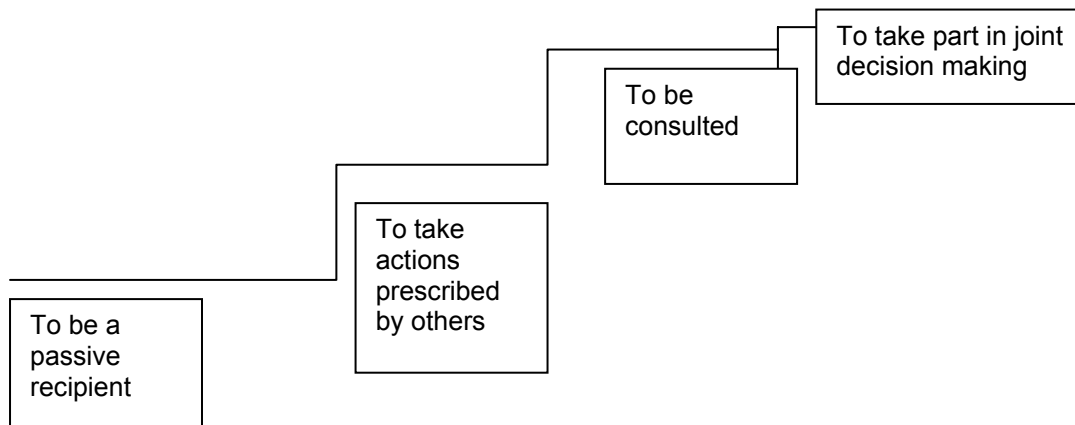
## Day 1 Training Outputs

Participants demonstrated their substantial knowledge of and personal experience with gender issues in Benin. After analyzing the gender country profile from the Gender Assessment Report (Martin and Adotevi-Dia), they identified several additional constraints to gender equity in Benin. The process of identifying and discussing the implications of these inequities and those in the report revealed a breadth of knowledge to tap for future gender work. While the technical terms for these gender-related issues may have been new to the participants, the concepts were not.

*Gender, Participation, and Stakeholder Involvement.* The plenary session about gender analysis led to a detailed discussion of stakeholders and the nature of participation. The trainers utilized the opportunity to discuss the ladder of participation and the need to increase levels of participation for women and girls.

### Gender Issues in Benin Identified by Participants

- Traditional Cultural Practices (polygamy, forced marriage, lack of value for girl's education)
- Psychological Differences Between Treatment of Boys (superior) and Girls (inferior)
- Legal Structures Favor Men (e.g., inheritance)
- Women Perpetuate Inequalities Themselves
- Women are Not Accustomed to Making Decisions but to Living by the Decisions of Others



*Icebreaker on Stereotypes.* Participants were asked to identify who comes to their mind when a specific occupation (e.g., chef, senior manager, commercial sex worker) is mentioned – a man or a woman?

The plenary session following the exercise emphasized that stereotypes are context-based. What constitutes a stereotype in a given context might represent a different reality in another context. Examples were given about Beninese living overseas who might adopt different behaviors about the division of labor (i.e. men caring for their kids or women having a full time position outside the home). However, participants all agreed on the importance of the cultural environment in further reinforcing the stereotypes or encouraging social change. For

instance, a Beninese man who would help in the kitchen would not be encouraged to do so by his mother back home.

*Gender Analysis.* A major output from Day 1 was the gender analysis work at a national level. Participants were randomly assigned to small groups to complete a gender analysis, using the gender information provided in the Gender Assessment Report. Each group successfully identified the gender distribution of activities, access to resources, and control of resources in Benin (Table 2).

**Table 2: Activity Profile by Gender for Benin**

Activities Completed by Women and Girls	Activities Completed by Men and Boys
<ul style="list-style-type: none"> <li>▪ Providing water</li> <li>▪ Fetching wood</li> <li>▪ Cooking</li> <li>▪ Feeding family</li> <li>▪ Caring for children</li> <li>▪ Trading informally</li> <li>▪ Trafficking in milled lumber</li> <li>▪ Providing domestic and agricultural labor at home</li> <li>▪ Providing financial support for families</li> </ul>	<ul style="list-style-type: none"> <li>▪ Managing inheritance</li> <li>▪ Providing some financial support for families</li> <li>▪ Trading informally</li> <li>▪ Trafficking in milled lumber</li> <li>▪ Providing some domestic labor</li> </ul>

The discussion centered on the need to avoid exaggerating the level of inequality. For example, some male participants objected to what they perceived to be over-generalizations about the lack of male contributions at the household level. They also objected to the contention that women provide high levels of financial support. Female participants, on the other hand, insisted that the data was accurate. The ensuing discussion focused on the need to have precise data and to be sure to differentiate national trends and regional patterns.

This debate indicates a pattern of disagreement about the extent of gender-based inequality in Benin. In the team's experience, such disagreements are common and often indicate a latent level of resistance that the Mission needs to address in the future.

Interestingly, there was no disagreement among the group about the nature of resource allocation and control in Benin. Virtually all participants, male and female, agreed that men not only have access to greater resources and benefits, but they also often control those few resources to which women have access.



**Table 3: Access to and Control of Resources by Gender in Benin<sup>3</sup>**

Resource/Benefit	Who has access?			Who controls and makes decisions?		
	Women/ Girls	Men/ Boys	Both	Women/ Girls	Men/ Boys	Both
Economic Resources	-	+			+	
Credit	-	+			+	
Family Planning Resources	-	-			+	
Time Saving Equipment (e.g. tractors)		+			+	
Information		+			+	
Education		+			+	
Benefits from Divorce		+			+	
Training		+			+	
Individual Pensions	+	+		+	+	
Inheritance		+			+	

## Day 2—Incorporating Gender into the Development Cycle in ADS and Beyond

### *Learning Objectives*

- Learn to use gender analytical frameworks to identify gender issues;
- Learn to develop gender-sensitive results statements that are relevant to the SO of the country program; and
- Gain practical experience in applying gender sensitive data to activity planning and approval.

Session	Purpose	Method
Overview and Training Plan for Day 2	To solidify participants' understanding of material from Day 1 and set the stage for active learning in Day 2.	Review of learning objectives from Day 1; Q&A about Day 1; and brief overview of Day 2 objectives.
Stakeholder Analysis	To remind participants about the importance of stakeholder analysis and situate gender as an important variable within it.	Plenary exercise completing rough stakeholder analysis at country program level.
Gender Analysis at SO Level	To reinforce the major methodological tool in gender work and give participants additional hands-on experience with the tool.	Presentation of gender analysis tools; group exercise using gender assessment and SO team knowledge about SO; and plenary presentation, critique and discussion of gender analysis work.

<sup>3</sup> A plus (+) sign indicates high levels, a minus (-) sign equals low levels and a blank space indicates no access/control.

Session	Purpose	Method
Gender Analysis at Project Level	To reinforce the major methodological tool in gender work and give participants additional hands-on experience with the tool in the context of a current project in their SO team.	Group exercise using gender assessment and SO team knowledge about a single project; and plenary presentation, critique and discussion of gender analysis work.
Gender Sensitive Data Collection <ul style="list-style-type: none"> <li>▪ Data Collection</li> <li>▪ Daily Activity Diagrams</li> <li>▪ Group Exercise</li> </ul>	To review the major methodological issues of bias, triangulation, data sources, and methodology.	Overview of basic concepts; hands-on illustration of daily activity diagrams; and practice in drafting a data collection plan at project level.
Putting It All Together: Gender Sensitive Data Collection in a Girl's Education Project	To demonstrate a success story and remind participants of the big picture.	Video clip from Groundwork: Participatory Research for Girl's Education in the Gambia.

### *Day 2 Training Outputs*

Day 2 almost exclusively involved extensive group work conducted in SO teams. Most of the day was spent on a pair of gender analysis exercises, focusing on the SO and project levels. Despite the exercise being an exact replica of the one completed on Day 1, all teams struggled to complete the gender analysis.

There seemed to be multiple reasons for the difficulty they had. First, the language of the gender analysis tool refers to “activities” when talking about the roles, responsibilities, and actions of men, women, girls, and boys. The teams confused this term with USAID’s notion of a development “activity” and initially conducted the analysis on too narrow a list of activities. Second, the teams deemed the data available for the exercise (from the WIDTECH Gender Assessment Report) as insufficient. Third, the process of moving from the abstract to the concrete proved especially challenging. Fourth and finally, not all staff members were sufficiently familiar with the projects used as case studies to make meaningful contributions. However, by the end of Day 2, participants seemed much more comfortable with the notion of gender analysis and their ability to apply it at both the SO and project levels.

Another exercise of the day focused on the process of data collection. Each participant completed a sample qualitative data instrument – a daily activity diagram. The subsequent animated discussion revealed how such data could be useful for planning and implementing programs. The participants generated ideas on time analysis leading to decisions about timing interventions; analysis of interest groups of men and women; designing information, education, communication (IEC) messages; and quickly assessing gender-based divisions of labor to set targets for participation.

The end of the day was devoted to a short video clip on participatory research in girl's education. The video was set in the Gambia and depicted the importance of girl's education

and the kinds of data collection tools used to do a gender analysis before designing the education project.

### **Day 3—Opportunities, Synergies, and Next Steps for Gender Integration at USAID/Benin**

#### *Learning Objectives*

- Learn how to develop and incorporate gender-sensitive indicators into the Performance Monitoring Plan;
- Revise the gender strategy to ensure that findings of new gender analyses are incorporated at the activity level; and
- Identify key issues influencing the implementation of the Gender Strategy.

<b>Session</b>	<b>Purpose</b>	<b>Method</b>
Gender Sensitive Data Analysis	To assess potential impact of gender-based constraints and opportunities and explore the two key questions in the ADS: <ul style="list-style-type: none"> <li>▪ How will gender relations affect achieving results?</li> <li>▪ How will results affect the relative status of women?</li> </ul>	Small group work with facilitator and SO team working through exercise together; teams used data from Day 2 exercises focused at project level.
Designing Gender-Sensitive Results Statements	To consider implication of gender analysis in the formulation of the development hypothesis and ensuing results statement.	Small group work with facilitator and SO team working through exercise together; used illustrative list of questions to guide gender analysis; end result is sample list of results statements.
Gender and Performance Monitoring	To introduce the concept of gender-sensitive indicators.	Small group work with facilitator and SO team and brief presentation by facilitator followed by development of illustrative gender-sensitive indicators at project level.
Gender Sensitive Pre-Obligation Requirements	Become familiar with and gain experience with new ADS requirements for gender integration in pre-obligation instruments.	Small group work with facilitator and SO team working through exercise together and draft sample gender statement for project.
Cross-Cutting Synergies	Using newly acquired knowledge about gender mainstreaming to further Mission-wide discussion of potential for cross-cutting synergy.	Participatory mapping exercise in plenary.
Next Steps and Future Actions	Synthesize learning and take next steps towards implementing USAID/Benin Gender Strategy.	Participatory force field analysis in plenary followed by brainstorming for next steps in the action plan.

Session	Purpose	Method
Closing Ceremony	Congratulate participants	Closing remarks and certificate distribution by Acting Director.

### *Day 3 Training Outputs*

Because of the challenges associated with the group work on Day 2, the team opted to meet individually with each small group on the morning of Day 3. The facilitated work sessions walked each group through the curriculum and provided more detailed, one-on-one technical assistance for completing each step in the group exercise. Teams were pleased with the more focused coaching and were able to complete easily the full case study exercise at the project level. Each facilitator spent 1-2 hours working individually with each of the SO teams.

*Role Play.* The afternoon of Day 3 began with a role play on resistance. The role play was a five-minute conversation between a technical officer and the officer's team leader. The topic was integrating gender into the team's programs. The technical officer is favorable to integrating gender, while the team leader is reluctant and does not really appreciate the importance of the issue.

Prior to the role play, participants were divided into three groups. The first group was asked to identify a person who would play the technical officer's role and to help her prepare for the meeting. The second group was asked to do the same thing but for the team leader's position. The third group was to observe and record how the team leader was expressing resistance and the tactics the technical officer used to counter that resistance.

Everyone participated actively in the role play, and the plenary session generated a wealth of comments that are summarized below.

#### **Tactics to Resist Gender Mainstreaming**

- Minimizing the problem;
- Placing the discussion on a personal level—"I would like to please you";
- Adopting a condescending attitude;
- Raising one's voice;
- Denying the problem's existence;
- Using vocabulary and attitude that tend to denigrate the other person or trivialize the issue;
- Raising legitimate, real constraints and presenting them as if there was no solution to overcome them;
- Using examples that reflect some attitudes, behaviors that women display and that are detrimental to gender equality. This is often used to illustrate that women, after all, are not suffering that much;
- Taking over and controlling time and space, often invading the physical space of the other person; and
- Using customs and traditional behavior to justify the situation and lack of commitment to change.

### **Tactics to Minimize Resistance to Gender Mainstreaming**

- Support arguments with well-researched, documented facts;
- Stay calm and avoid raising your voice;
- Use patience;
- Be ready to respond to arguments with facts, data, and examples;
- Anticipate the other person's arguments and behavior: "manage the other person";
- Use the support of policies, mission orders, and senior management commitment;
- Build alliances with your colleagues, senior management, outside supporters, senior officials, etc.

### *Synergies*

After the role play, each SO team used a gender lens to map out potential cross-cutting synergies in the current USAID/Benin program. Participants identified the following synergies:

- **Democracy and Governance ↔ Health**
  - Increase the number of women who have access to health services through improvements in service delivery and through income-generating activities to support women's ability to pay for health services;
  - Decentralize the health sector, while focusing on women's participation on health management committees, and improve their input and access to decision-making structures;
  - Increase women's involvement in health promotion and prevention activities; and
  - Sensitize women to the benefits of girls' education.
- **Health ↔ Education**
  - Promote and implement IEC activities on HIV/AIDS, family planning, and malaria, and incorporate them into primary school curriculum supported by adequate teacher's training.
- **Democracy and Governance ↔ Education**
  - Increase women's participation in decision making at various levels (parents associations and schools); and
  - Increase women's income to support girls' school fees.

### *Force Field Analysis*

Participants were asked to identify constraints to and enabling factors for implementing the USAID/Benin Gender Strategy. Many participants commented that their workload is already heavy, and they found it difficult to see how they could find time to brief their partners and make the necessary changes to their projects. On the other hand, they all recognized USAID's commitment toward promoting gender and thought that the Mission Order on Gender and ADS Guidelines constitute good tools to help them further the gender commitment.

**Table 4: Constraints to and Enabling Factors for Gender Mainstreaming**

<b>Constraints</b>
Limited resources for building the capacity of partners and changing programs. Partner NGOs might request additional resources. It will be difficult to develop sufficient capacity to train partners and staff in order to make gender mainstreaming sustainable.
Timing often difficult for capacity building.
Allocating time for gender is difficult in the midst of competing priorities. Current workload should be modified to incorporate new gender responsibilities.
Mission Gender Committee and Gender Officer: <ul style="list-style-type: none"> <li>▪ Limited effectiveness of current gender committee.</li> <li>▪ Need for gender equity and male representation on the gender committee.</li> <li>▪ Responsibilities for gender not in current job descriptions.</li> <li>▪ The Mission does not have a full time Gender Officer.</li> </ul>
Team leaders must be convinced of the importance of gender integration. Lack of buy-in on their part can have a negative impact on staff capacities to incorporate gender into their activities.
<b>Enabling Factors</b>
National-level factors: family code, national constitution, demographics (more men than women)
Factors related to USAID: Mission Order; ADS Guidelines; gender training; presence of Gender Committee and strong female workforce within the mission; committed men in the Mission (Mission Director particularly); female leadership – 5 out of 6 team leaders are women.
Support from USAID Washington, making resources available for gender integration.
Some activities can be done on a "no cost" basis.

## **ASSESSMENT OF TRAINING**

Participants were generally satisfied with the training curriculum and trainers but some felt that the training objectives were not met entirely. Several participants indicated that the training was too short or that they had insufficient time to master the gender analysis tools. Several participants disliked the choice of venue (inside the Mission) and the scheduling of three non-consecutive training days. Several also commented on the variability of attendance and a perceived lack of commitment from SO Team Leaders. Participants expressed a strong interest in receiving additional training and support on gender mainstreaming.

The WIDTECH team felt that the training helped to increase the Mission staff's understanding of the basic tools and concepts in gender mainstreaming. Participants were sensitized to the Mission Order on Gender, the Gender Strategy, and the need to promote gender mainstreaming. However, the overall workshop objectives seemed to be too ambitious for the participants' level of previous experience and technical knowledge. Additional capacity-building, coaching, and technical assistance is needed. Also, it is important to note that many program staff did not participate in the training and will need to be sensitized in other ways.

As expected, while the majority of participants were enthusiastic about mainstreaming gender into their work, the trainers did note some resistance from several participants. These participants made the following points: new gender requirements will cause an additional workload; current programming already sufficiently incorporates gender; and there are difficulties in understanding that gender issues are not only women's issues.

The WIDTECH trainers concur with the need to carefully consider the timing and venue for the training. The Mission may want to consider holding training workshops off-site, where distractions and demands on staff time could be minimized. The participant group should be selected well in advance, and every attempt should be made to minimize interruptions. In retrospect, the three-day training held on a Friday, Monday, and Wednesday created tremendous challenges in maintaining momentum and building on earlier days' work. However, three consecutive days away from the office may have been an impossible burden on program staff. These challenges are common in the gender mainstreaming process and should be addressed on a case-by-case basis.

This training was a good next step in the gender mainstreaming process at USAID/Benin. The participants seem prepared to help implement the gender strategy. The trainers were impressed with the participants' creativity and level of involvement.

## **RESOURCE MATERIALS**

The WIDTECH trainers compiled a set of resource materials to assist with future capacity building for staff and partners. The resource binder and thematic folders contain materials on gender analysis, data collection tools; gender concepts and background; case studies on gender integration; and SO-specific resources for democracy and governance, family health, and education. Annex B includes a full list of resources.





## **RECOMMENDATIONS FOR A DRAFT GENDER STRATEGY IMPLEMENTATION PLAN**

### **OVERVIEW**

This implementation plan addresses the integration of gender considerations into current and future programs and the gender capacity-building needs of Mission staff and partners. The necessary roles, responsibilities, and resources were identified, along with suggestions for monitoring progress. This plan is a working document and will be amended on the basis of lessons learned.

#### **Purpose**

The purpose of this plan is to present the activities vital to integrating gender considerations effectively into all relevant Mission programs and activities.

#### **Timeframe**

The activities presented will be carried out during the 2002-2005 period. Given the number of actions to complete, a longer timeframe might be required.

#### **Methodology and Process**

The plan was developed through a consultative process that included the following activities:

- Discussions and working sessions with the Mission WID Officer;
- Stakeholder analysis carried out by the Mission WID Officer and the WIDTECH consultants to identify the key stakeholders for implementing the Mission Gender Strategy and their current position on mainstreaming gender into all Mission programs and activities. The Venn Diagram technique was used to conduct the stakeholders analysis;<sup>4</sup>
- An analysis of the constraints to and enabling factors for implementing the Mission's Gender Strategy. This exercise was completed on Day 3 of the training and its outcomes were considered while developing the plan (see previous section).

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<sup>4</sup> The Venn Diagram technique is a participatory technique used to identify key stakeholders and to situate them in relation to a specific development issue. Stakeholders were identified in relation to implementing the Mission Gender Strategy. The Venn Diagram technique belongs to a family of methods called *Participatory Rapid Appraisal* (PRA). For more information on the Venn Diagram technique and other participatory techniques refer to the *World Bank Participation Source Book* (World Bank, 1997).

- A brief presentation of the plan's key elements during a debriefing session held with the Mission's senior staff.

## **STRATEGIC APPROACH**

The Gender Strategy Implementation Plan builds on previous steps taken by the Mission to incorporate gender considerations into its programs, including the WIDTECH-supported gender assessment. It also builds on the strategic approach outlined in the USAID/Benin Gender Strategy and the Mission Order on Gender.

The strategic approach includes the following elements:

- Manage gender as a cross-cutting issue;
- Strengthen the current programs through actions to be taken to measure and report impact more effectively by taking gender into account;
- Develop policies, structures, and procedures that favor gender-integrated synergies in new programming efforts;
- Develop local capacity to promote and implement gender-sensitive programs; and
- Strengthen linkages and coordination with other donors.<sup>5</sup>

### **Manage Gender as a Cross-Cutting Issue**

The key actions for implementing structures and processes that will ensure sustainable mainstreaming of gender as a cross-cutting issue into all programs of USAID/Benin are included below. They build on the following actions carried out since the gender assessment:

- The establishment of the Gender Committee as the main coordinating body for implementing the Mission Gender Strategy;<sup>6</sup> and
- The issuance of a Mission Order on Gender that outlines key actions and the specific roles and responsibilities of Mission staff involved in mainstreaming gender into all Mission programs.

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<sup>5</sup> USAID/Benin, *USAID/BENIN Strategic Approach to Gender and Development*, December 2001.

<sup>6</sup> In the Mission Order on Gender, the role of the Gender sub-Committee (also called the Gender Committee) is described as follows: "The role of the Gender sub-Committee is to oversee implementation of the Mission's gender strategy, and the provisions outlined in this Mission Order, across the entire USAID/Benin program, as well as to promote synergies with regard to gender throughout all areas of the program." (Mission Order, page 5).

**Table 5: Manage Gender as a Cross-Cutting Issue**

<b>Action</b>	<b>Responsibility</b>	<b>Resources</b>	<b>Target Date</b>	<b>Output</b>
Validate proposed implementation plan with SO and SpO teams and prepare final version.	Gender Committee	Gender Committee, SO teams	July 15, 2002	Final implementation plan
Review composition of Gender Committee to consider participants in gender training.	SO Team Leaders	Staff feedback	July 15, 2002	Final Gender Committee formed
Amend responsibilities of Gender Committee to include: <ul style="list-style-type: none"> <li>▪ Their participation in reviewing proposals, RFPs, RFAs and other similar documents; and</li> <li>▪ Formal time allocated to meeting gender responsibilities.</li> </ul>	SO Team Leaders	Gender Committee	To carry out during the mid-term review (approx. September 2002)	Job descriptions of Gender Committee members amended
Develop internal communication strategy to promote gender mainstreaming. Might include activities such as monthly e-mail, special intranet feature, short "stand up" meetings or short stories on how paying attention to gender improves effectiveness.	WID Officer	Systems Manager	July 2002	1st communication posted by July 2002
Evaluate progress in integrating gender into all programs of USAID/Benin.	WID Officer, Gender Committee	SO teams	Semi-annual review in July and December	Revised implementation plan; Note from WID Officer to Mission Director
Identify funding sources to support gender integration and gender mainstreaming	WID Officer, Gender Committee	SO teams, Mission Director	October 2002	Options paper presented to team leaders by Gender Committee
Further internal capacity building through sensitization activities for all staff not directly involved in programming and refresher training for programming/technical staff.	WID Officer, Gender Committee	International and local consultants	Plan prepared by September 2002 Two sensitization activities and one training activity to be organized each year.	

## **Strengthen Current Programs**

The integrating of gender considerations into current programs will begin with implementing the recommended actions presented in the Gender Strategy.

Table 6: SO 1: More Children Receive, on an Equitable Basis, a Basic Education that Prepares Them for Productive Roles in Society

Action	Responsibility	Resources	Target Date	Output
<p>Consider adding gender-disaggregated<sup>7</sup> performance indicators in the Performance Monitoring Plan. More specifically, the following indicators could be useful:</p> <p><b>IR 1:</b> Improved Key Pedagogical Systems and Inputs for Delivery of a Quality Basic Education</p> <ul style="list-style-type: none"> <li>Percentage of male and female teachers (and ratio male to female) with appropriate qualification or who received training, or both.</li> <li>Number of schools or classrooms within schools participating in programs to promote girls' education.</li> </ul> <p><b>IR 4:</b> Increased Civil and Government Participation in Basic Education</p> <ul style="list-style-type: none"> <li>Percentage of trained female members in Parent-Student Associations (APEs) (or another indicator of women's participation, especially in light of the decentralization process).</li> </ul> <p>The SO team will ensure that all data collected are gender-disaggregated. It will require changes at all reporting levels (implementing partners and other local organizations taking part in the programs) and adequate support to ensure the collection of reliable data.</p>	R&R Specialist, SO team	Gender Committee, Local consultant, Gender Assessment Report	September 2002	Revised PMP presented to Program Officer and Mission Director
<p>Consider incorporating performance data, which give gender-disaggregated gross enrollment data, into performance management and monitoring systems. It would provide a more accurate picture of the inequities in the sector and will allow for targeted interventions to eliminate or at least reduce the existing gender gap. Data will be analyzed by the SO team and its partners to identify the reasons for any prevailing inequities.</p>	R&R Specialist, SO team	Gender Committee, Local consultant	September 2002	Changes reflected in annual report
<p>Build links between existing credit programs (i.e. USAID programs) and girls' education to help increase women's income, financial independence, and power in decision-making regarding their daughters' education. Suggested steps are prepare an options paper (Step A) followed by design of a specific initiative (Step B).</p>	Gender Committee, SO team	SpO team (D/G)	Step A: December 2002 Step B: September 2003	Options paper presented to program office through the Gender Committee

<sup>7</sup> Gender disaggregated performance indicators refer to data that are collected and analyzed by sex, age, and gender factors, such as time availability, activities, mobility, and decision-making power. For instance, the number of female and male teachers trained or boys/girls gross enrollment rates.

Action	Responsibility	Resources	Target Date	Output
Ensure that the National Network for the Promotion of Girls' Education and the Ministry of Education's Office for the Promotion of Girls' Education have different roles to avoid duplicating efforts. The network's capacity to provide technical assistance to NGOs and APEs and coordinate all girls' education programs/initiatives should be reinforced. One entry point for reinforcing the capacity of the network would be to include it in the capacity building efforts.	SO team	Gender Committee, Local consultant	September 2002 to July 2003 (ongoing)	Proposed initiatives presented to Program Officer  Brief capacity-building plan developed and presented to program office through the Gender Committee; End-of-Activity Report

**Table 7: SO 2: Increased Use of Family Health Services and Preventive Measures within a Supportive Policy Environment**

Action	Responsibility	Resources	Target Date	Output
Place emphasis on creating greater opportunities for women to serve on health co-management and other health-related community committees and to serve as community outreach workers. The SO team should gather information on the constraints to women's meaningful participation in these decision-making structures.	SO team, Implementing partners	SpO team D/G, Local consultant	December 2002	Reporting by SO teams on the increase in female participants in health committees
Extend efforts to increase women's participation in literacy training and to explore and advocate feasible modifications in selection criteria to reduce the barriers to women.	SO team, Implementing partners	SO team – Education, SpO team D/G	November 2002 to October 2003	Reporting by SO teams on the increase in female participants in health committees
Increase the use of gender-sensitive studies that illuminate social, cultural, and economic determinants of health service use.	SO team	Gender Committee, Local consultant, Other donors	One study per year	SOW, work plan, and report presented to program office through the Gender Committee
Conduct a baseline study on men's attitudes and willingness to support their wives and children's access to health services.	SO team, Local consultant	Gender Committee, Local consultant	One study carried out between	SOW, work plan, and report presented to program office through

Action	Responsibility	Resources	Target Date	Output
		Other donors	September 2002 and September 2003	the Gender Committee
Collaborate with existing credit and labor-saving technology programs to help increase women's incomes and ability to afford health services and products such as mosquito nets and to help reduce their workload and permit them time to participate.	SO team, Gender Committee	Gender Committee, SpO team	Options identified by January 2003	Options paper discussed with the Gender Committee
Collaborate with existing literacy training programs for women to help increase women's access to health information.	SO team	SO team Education, Existing literacy programs	Options identified by January 2003	Options discussed with Gender Committee
Mention efforts to increase participation and use of services through addressing gender barriers in the annual report together with any positive results these efforts help achieve.	SO team, R&R Specialist	SO team, R&R Specialist	September 2002	Report presented to program office through the Gender Committee
Consider adding a performance indicator on client satisfaction with and use of services by gender to measure changes in both women's and men's satisfaction and use—and perhaps spouses' and children's use also in the case of men. All partners would be informed of the new requirement and supported in designing ways to incorporate the new indicator into their reporting systems. Synergies with democracy/governance achieved by more equitable participation on Community Health Management Committees (COGECs) should also be highlighted.	SO team, R&R Specialist	SO team, R&R Specialist	September 2002	Report presented to program office through the Gender Committee
The SO team will ensure that all data collected are gender-disaggregated. It will require changes at all reporting levels (implementing partners and other local organizations taking part in the programs) and adequate support to ensure the collect of reliable data.	SO team, R&R Specialist	Gender Committee, Local consultant, Gender Assessment Report	September 2002	Revised PMP presented to Program Officer and Mission Director

Table 8: SpO: Improved Governance and Strengthened Democracy

Action	Responsibility	Resources	Target Date	Output
Continue support for developing viable micro-finance institutions and programs in Benin, either directly through institutional support or indirectly through improving the policy and regulatory environment if resources permit. The capacity of the targeted institutions to consider gender issues in service delivery should be assessed.	SpO team	Local consultant	September 2002 to September 2004	Annual report reflects progress in that area
Strengthen efforts to reach more women in the market gardening and palm oil components of the ATI program by promoting outreach to women engaged in agriculture and by promoting access to credit.	SpO team	Local consultant	November 2002	Set gender-based targets
Increase support for women's participation in the decentralization process and promote women's candidacies for election as local council members. The importance of women's participation should be stressed in the decentralization workshops now being conducted for opinion leaders. These workshops might also constitute a good opportunity to gather important data on the constraints faced by women in the electoral process and as participants in the local councils.	SpO team	Local partners, Local consultant, Program office, Gender Committee	September 2002	Increased women's participation reflected in annual report
Strengthen reporting on efforts to address gender disparities in the annual report, including the impact of ATI activities on women, and to address the impact and importance of micro-credit in improving the disadvantaged situation of women as well as the percentage of loans to women.	SpO team, R&R Specialist	Implementing partners	November 2002	Annual report reflects gender integration
In the annual report, note results of outreach to women on political participation and decentralization, particularly synergies achieved by working with NGOs strengthened through USAID support. Also note elections of female local council members and synergies achieved through work on health or education activities with NGOs strengthened through D/G programs.	SpO team, R&R Specialist	Implementing partners	November 2002	Annual report reflects gender integration
Consider adding a performance indicator on the number of ATI beneficiaries and increased income or savings by gender for all components of the program. Implementing partners would be supported to incorporate this new indicator into their reporting systems.	SpO team, R&R Specialist	Cognizant Technical Officer (CTO), Implementing partners, Gender Committee	November 2002	Annual report reflects gender integration
The SO team will ensure that all data collected are gender-disaggregated. It will require changes at all reporting levels (implementing partners and other local organizations taking part in the programs) and adequate support to ensure the collect of reliable data.	SO team, R&R Specialist	Gender Committee, Local consultant, Gender Assessment Report	September 2002	Revised PMP presented to Program Officer and Mission Director

## Develop Policies, Structures and Procedures that Favor Gender Integration Synergies in New Programming Efforts

Table 9: Develop and Disseminate Guidelines for New Programming

Action	Responsibility	Resources	Target Date	Output
Disseminate the Mission Gender Policy to implementing and other partners.	Gender Committee	SO/SpO	October 2002	Partners meeting and planned workshops, meetings, and activities
Develop and disseminate guidelines for new programming. Guidelines will be incorporated into <ul style="list-style-type: none"> <li>Strategic plans</li> <li>PMPs</li> <li>SO/SpO and activity identification processes</li> <li>Activity designs</li> <li>RFPs, RFAs, and similar documents</li> </ul>	Program Coordination Office, Program coordination with input from each SO/SpO team, R&R Specialist, Program coordination with Gender Committee	EGAT/WID Office, Other USAID/W Offices or Bureaus	September 2003	Revised guidelines incorporating gender are disseminated
Co-finance, among all SO and SpO teams, specific cross-cutting gender activities targeting grassroots beneficiaries. Priorities to address include implementing income-generating activities and increasing participation and decision making. Enforce new gender guidelines.	Program office, Gender Committee, Local partners	Local partners	To be determined by SO leaders	Small project in place
	Program office, WID Officer, Gender Committee	Program office	Starting in September 2003	Results of an annual review assessing the extent to which new guidelines are applied
Actively take part in Synergy Committee.	WID Officer, Gender Committee	Mission Director, Program office	July 2002	Minutes of meetings of Synergy Committee reflect participation of Gender Committee

In addition to the above actions, it is expected that all SO and SpO teams will incorporate gender considerations into all phases of new programs as they are designed and planned (this will also occur within current programs). Through the gender assessment carried out in 2001, the following recommendations were identified.



### **SO 1: More Children Receive, on an Equitable Basis, a Basic Education that Prepares Them for Productive Roles in Society**

- When designing new programs, give special attention to the issue of female teachers' scarcity, especially in rural areas. Consider helping the government with developing a female-teacher recruitment and incentive policy; and
- Require gender-disaggregated data in partners' reports and make this request at the onset of the project.

### **SO 2: Increased Use of Family Health Services and Preventive Measures within a Supportive Policy Environment**

In the new HIV/AIDS activity, consider including measures targeted at:

- Married women and adolescent girls – among the groups least likely to be able to protect themselves against infection; and
- Men – to sensitize them about their role in preventing the transmission of HIV/AIDS.

### **SpO: Improved Governance and Strengthened Democracy**

- Ensure that any new special objective or activity related to agriculture offers opportunities for men and women to participate and tracks their participation and the benefits they receive (the current draft proposal for a new SpO). The proposed new IR, "Improved Environment for Private and Local Initiatives," could include the following:
  - Efforts to make agriculture and agro-processing technologies, as well as other labor-saving technologies to free time for productive activities, available and accessible to women either individually or through cooperatives;
  - Ways to expedite land titling for women (help undermine discriminatory customary inheritance practices), such as increasing local communities' access to financial resources;
  - Efforts to ensure that women's groups and cooperatives are included in activities to increase civil society and local community participation in decision making (indigenous agricultural associations and cooperatives strengthened), and that women are encouraged to join or form such organizations.
  - Ways to strengthen NGO networks, women's groups, and associations' capacity to advocate land rights and land titles for women and women's groups or joint titling or both for couples.
  - Ways to ensure that women and women's organizations (as well as men) have access to new information and communication technologies and that actions are used effectively to reach both women and men.
- Ensure that gender-based analysis guides additional efforts to reach women through the ATI program. Such analysis would help gain a better understanding of the impact of those programs on different groups of female beneficiaries and their families. Consider,

within the ATI program, introducing other technologies that might be particularly effective in helping women save time, effort, and money, thereby giving them a greater opportunity to participate in community organizations and increase their access to resources.

- If a new agriculture SpO is adopted, develop gender-sensitive performance indicators relevant to activities mentioned in the foregoing recommendations.

## **Develop Local Capacity to Promote and Implement Gender-Sensitive Programs**

Efforts to develop the capacity of USAID/Benin staff and implementing partners will be needed to support the implementation of the Gender Strategy.

### **USAID/Benin Staff**

- The WID Officer should have opportunities to enhance her knowledge and skills through participating in training held regionally or overseas.
- Gender Committee members should be allowed to participate in training or events addressing gender issues related to their SO or SpO.
- Mission staff should attend periodic knowledge-sharing events and regular refresher training to help further their knowledge and skills.
- Capacity-building events should be planned and incorporated into the Mission and SO and SpO teams' work plans.

### **Implementing Partners**

Their key role calls for a series of measures specifically designed to meet their capacity development needs:

- Thematic conferences (e.g., "Gender and Governance");
- Knowledge-sharing events where they would share their experience and best practices; and
- A training program addressing gender integration into all phases of the program cycle.

### **Government of Benin**

- Disseminate the Gender Strategy to the government;
- Exchange information with key government partners; and

- If, appropriate, offer gender training to select groups of government officials.

### **Strengthen Linkages with Other Donors**

To help institutionalize the donor group supporting gender mainstreaming:

- Share knowledge with other donors; and
- Seek financial contribution from other donors for gender-related activities, studies, and other initiatives of mutual interest.

### **RESOURCES**

While the Mission will allocate some of its own resources to support gender integration, it can also draw on other available resources. Some financial resources will be required for external technical assistance, events, and other activities not currently covered in the SO and SpO team budgets. Possible sources include:

- EGAT/WID Office, and Africa Bureau staff, such as Kurt Grimm and Ruth Buckley;
- USAID/W training workshops, such as D&G officers training, and management for results workshops that include modules in gender mainstreaming and gender integration;
- International consultants (through the WIDTECH follow-on);
- Local consultants, whose services would be used to assist with implementing the Mission Gender Strategy. A pre-selection arrangement would facilitate the organization of information and training sessions for selected consultants and would ensure some uniformity of approach. A small fund to retain the services of local consultants might be necessary to assist the SO and SpO teams; and
- Implementing partners and other donors.



**ANNEX A**  
**STATEMENT OF WORK**



## **STATEMENT OF WORK**

### **I. PURPOSE**

The purpose of this Scope of Work is to obtain the services of a team of two consultants to train the Benin Mission Gender Committee members and assist in the development of an implementation plan of the Mission-wide, cross-sectoral strategy on women's participation in Benin's development process.

### **II. BACKGROUND**

In Benin, as in all developing countries in the world, women contribute substantially to national production as well as household income. However, the majority of them, especially those in rural areas, continue to face numerous constraints including greater poverty, limited access to land and capital, and the lack of political, social, and decision-making powers.

USAID/Benin's three Strategic Objective Teams (SOTs) integrate tacitly gender considerations into their program activities. For example, the Basic Education Team (BET) supported the institutionalization of a network for the promotion of girls' education. The Family Health Team (FHT) works with women's NGOs to disseminate health-related information. The Democracy and Governance Team (DGT), with the support of the Global Women in Politics, an American PVO, created a network of four grassroots women's NGOs. This network aims to encourage women to participate in the decision-making process.

To reinforce Mission's initiatives in gender so as to encourage women's participation in the decision-making process, the Mission has recently developed with the WIDTECH's assistance a five-year cross-sectoral gender strategy, which involves all three SOTs. A Mission Order to establish Mission policy on the integration of gender into all relevant Mission programs and activities and to provide guidance for implementing the Mission's gender strategy has also been approved and a three-member Gender Committee set up.

The main axes for implementing the Mission's gender strategy are:

- (1) The creation of a gender committee within the Mission to oversee implementation of the Mission's gender strategy, and the provisions outlined in the Mission Order, across the entire USAID/Benin program;
- (2) The training of the gender committee members and all members of each of the SO and SpO teams in how to identify and address gender issues in the different program sectors, how to identify and develop cross-cutting synergies with regard to gender, and how to monitor and report on performance;
- (3) The development of an implementation plan, with specific assignment of responsibilities and timeframes, for action on the recommendations in this strategy deemed feasible and accepted by the Mission; and

(4) The development of a feasibility study and design for an NGO service center, or other means of enhancing the capacity of local NGOs to work effectively on gender issues in focusing on coalition-building and networking and improving the situation of women in Benin.

USAID/Benin is hereby requesting technical assistance from G/WID through its WIDTECH contract for the training of the Gender Committee members and other Mission staff and assistance in the development of the implementation plan.

#### USAID/BENIN STRATEGIC AND SPECIAL OBJECTIVES

USAID/Benin's strategy is comprised of two strategic objectives and one special objective, in accordance with the U.S. Strategic Plan for International Affairs (SPIA), the Mission Performance Plan (MPP) for Benin and USAID agency goals. These support economic development, democracy, human capacity, and world population and human health.

USAID/Benin's current strategic objectives (SO) and special objective (SpO) are:

SO 1: More children receive, on an equitable basis, a quality basic education;

SO 2: Increased use of family health services and preventive measures within a supportive policy environment; and

SpO: Improved governance and strengthened democracy.

The Benin Mission's program supports the achievement of USAID's goals:

- (1) "Human Capacity built through education and training" and "Access to quality basic education, especially for girls and women, expanded;"
- (2) "World population stabilized and human health protected;" and
- (3) "Strengthened democracy and good governance" and its objectives of "more genuine and competitive political processes"; "increased development of politically active civil society"; and "more transparent and accountable government institutions."

### **III. TASKS**

A. Develop a training curriculum for the Benin Mission newly created Gender Committee to orient and train the members of this Committee and other Mission staff. The training program will focus on following topics:

- Identifying the gender issues in development strategies;
- Monitoring the incorporation of gender in Mission's ongoing Strategy and Results Framework, program and activities;
- Ensuring that women's component in USAID/Benin's new programs reflects the key role of gender considerations in the achievement of USAID goals;



- How to determine whether the key role of gender in development is addressed adequately in all areas of the SOTs' objectives and results;
- Raising Mission's interest on whether gender considerations are addressed adequately in Mission policies and activities.
- Overseeing the implementation of the Mission's gender strategy across the entire USAID/Benin program, and promoting synergies with regard to gender throughout all areas of the program;
- Reviewing the Mission's strategic plan prior to finalization, to ensure that gender issues are adequately identified, analyzed and incorporated in the strategy;
- Reviewing results frameworks and ARs (including indicators) for attention to gender, and recommending needed revisions;
- Reviewing activity identification and design documents for attention to gender and for eventual revisions;
- Reviewing proposal solicitation documents (RFPs, RFAs) and proposals for attention to gender;
- Reviewing Scopes of Work for assessments and evaluations, as well as drafts of completed assessments and evaluations, for attention to gender;
- Incorporating gender in the Mission's Performance Monitoring Plan (PMP); and
- Conducting the training session for the gender committee members and other Mission staff.

B. Assist in the development of an implementation plan of the Benin Mission crosscutting gender strategy:

- Advise in the formulation of an implementation plan of the Benin Mission crosscutting gender strategy.

#### **IV. METHODOLOGY**

A. Prior to departure for Benin, the Consultants shall review:

- The Gender Strategy, Assessment Report and Mission Order and other documents to be forwarded to them by the Mission and WIDTECH; and
- Develop a training curriculum and carry out the training for the gender committee members and other Mission staff members.

B. The training of the gender committee members and staff should include enhancing their technical skills to successfully handle their responsibilities in ensuring gender integration in USAID/Benin program portfolios. Specifically, the training that will focus on how to identify and address gender issues in the different program sectors, how to identify and develop cross-cutting synergies with regard to gender, and how to monitor and report on performance, shall be extended to other members of each of the SO/SpO and Core Support teams.

- C. In assisting in the development of the implementation plan phase of the work, the Consultant team will provide technical assistance (inputs) to the Mission in developing the implementation plan. The team will develop draft points for the development of the implementation plan.

## **V. DELIVERABLES**

### **A. Training program for the Gender Committee members:**

- Preliminary drafts of the deliverables, the training curriculum shall be submitted to WIDTECH for approval, with electronic copies forwarded to the Mission.
- Draft points for the development of the Gender Strategy Implementation Plan: The WIDTECH team will provide advice and technical inputs into the development of the implementation plan. The team will provide the mission and WIDTECH with draft points for the development of the implementation plan.

### **B. Debriefing Session: Facilitate a half-day briefing session or meeting for Mission staff to discuss training outcomes and the draft points for the development of the implementation plan.**

### **C. Training Report: A preliminary draft shall be submitted to the Mission upon returning home, with electronic copies forwarded to the Mission, no later than ten working days after completion of training activity. The two recipients will provide written comments within 5 working days of receipt. The team will then incorporate the comments and submit a revised training report to WIDTECH and Mission within five working days.**

## **VI. ESTIMATED LEVEL OF EFFORT**

It is anticipated that the services of the Consultants will be required for up to 24 days (48 days LOE total) including travel. Each consultant will have up to 5 days preparation at home, 4 days travel, 3 days in country planning for the training, 3 days training, 1 day debriefing, up to 4 days assisting with the development of implementation plan and writing draft points and 4 days training report writing at home. A six-day workweek will be authorized overseas.

## **VII. PERFORMANCE PERIOD**

It is anticipated that this work will begin approximately on or about June 12, 2002 and ending August 31, 2002.

## **VIII. LANGUAGE REQUIREMENTS AND QUALIFICATIONS**

- M.S./PhD. in social sciences, with field experience in international development (preferably in West Africa).
- At least one of the Consultants shall have a minimum fluency of French at the FSI 4 level for both speaking and reading.
- Each of the two Consultants will have experience in preferably one or two of the three SO areas of USAID/Benin (education, health and governance).
- Furthermore, the Consultants will have some familiarity with the gender issues in West Africa, as well as networking techniques and constraints in that region.

## **IX. REPORTING REQUIREMENTS**

The Consultants will work closely with the Mission's WID Officer, who will provide oversight while in country, in collaboration with all three SOT Leaders and the Program Officer. Entry and exit meetings of the Consultants with the Mission Director or his representative will be organized. WIDTECH will provide overall direction as necessary. All TA deliverables will be in English and will be provided for comment to USAID/Benin and WIDTECH.



**ANNEX B**  
**RESOURCE DOCUMENTS**



## RESOURCE DOCUMENTS

### WID RESOURCE BINDER

#### Section 1- Workshop Materials

- Exercise sheets for each day
- PowerPoint presentations for each day
- Electronic copies available from the WID Officer

#### Section 2- Data Collection and Gender Analysis Tools

- USAID Center for Development Information and Evaluation. TIPS Series, No 1-10.
  - Conducting a Participatory Evaluation
  - Conducting Key Informant Interviews
  - Preparing an Evaluation Scope of Work
  - Using Direct Observation Techniques
  - Using Rapid Appraisal Methods
  - Selecting Performance Indicators
  - Preparing a Performance Monitoring Plan
  - Establishing Performance Targets
  - Conducting Customer Service Assessments
  - Conducting Focus Group Interviews
- Excerpts from Slocum, Rachel et al., *Power, Process and Participation: Tools for Change*. Intermediate Technology Publications, 1995.

#### Section 3- Gender Concepts and General Background Materials on Gender

- The Centre for Development and Population Activities (CEDPA). "Gender Equity: Concepts and Tools for Development." Washington: CEDPA, 1996.
- Key concepts used by USAID.
- Narayan, Deepa et al., "Changing Gender Relations in the Household." *Voices of the Poor: Can Anyone Hear Us?* Chapter 5, World Bank (2000).

#### Section 4- SO Specific Materials

##### *SO 1: Education*

- "More, But not Yet Better: An Evaluation of USAID's Programs and Policies to Improve Girls Education." *USAID Programs and Operations Assessment Report 25* (1999).
- "Girls and Women's Education: A USAID Initiative." *USAID Factsheet*. WID Office (1998).
- USAID. "A New Focus on Girls' and Women's Education: Successful USAID Education Investment Strategies." *Report in Brief*. WID Office (1998).

*SO 2: Family Health*

- Homepage for the Royal Tropical Institute Web Site which indicates how to order or download the resource kit "Gender and HIV/AIDS: a Gender-Based Response."
- Buvinic, Mayra and Michael Paolisso. "Linking Poor Women's Reproductive and Productive Needs: Save the Children's Projects in Bolivia." *Taking Women into Account: Lessons Learned from NGO Project Experiences*. Publisher and date not available.
- USAID. "New Directions in HIV/AIDS Prevention: A Report on the Women and AIDS Research Program Final Conference." *Report in Brief*. WID Office.
- Welch, Charlotte J. and Rekha Mehra. "Raising AIDS Awareness: CNE and Laubach in Thailand". *Taking Women into Account: Lessons Learned from NGO Project Experiences*. Publisher and date not available.

*SpO: Democracy and Governance*

- Genderaction Newsletter. WID Office, USAID.
- *Engendering Democracy* 1, (no.1, Fall 1996).
- *Violence Against Women* 1 (no. 4, Summer 1997)
- USAID. "Advancing Women's Legal Rights: An Initiative of the Office of Women in Development". *Factsheet*. WID Office, 1998.
- USAID. "The Right to Own Land: A Fundamental Principle of Development." *Information Bulletin*. WID Office, no date available.
- USAID. "Women as Full Partners in USAID's Global Information Technology Initiatives." *Information Bulletin*. WID Office, 1998.
- BRIDGE Papers. "Développement et genre en bref." Institute of Development Studies, August 2001.

**THEMATIC FOLDERS****FOLDER 1- GENERAL BACKGROUND, GENDER ANALYSIS**

- March, C. et al., "A Guide to Gender Analysis Frameworks." *Oxfam Skills and Practice Series*. Oxford: Oxfam GB, 1999.
- USAID WID Office (GENESYS Project):
  - Gender Considerations in Development (GCID) Framework: A Tool for Assessing Institutionalization of Gender Concerns in Development Organizations;
  - Gender in Monitoring and Evaluation: A Tool for Developing Project M&E Plans;
  - Necessary and Sufficient Conditions for Sustainable Development: A Tool for Gender-Informed Project Planning;
  - Gender and Policy Implementation: A Tool for Assessment of Policy-Derived Impacts on Men and Women;
  - Documenting Development Program Impact: A Tool for Reporting Differential Effects on Men and Women; and



- Sex and Gender – What is the difference? A Tool for Examining the Sociocultural context of Sex Differences.
- Moser, Caroline. "Gender Planning in the Third World: Meeting Practical Needs and Strategic Interests." *World Development* 17 (no. 11, 1989): 1799-1825.
- InterAction. *Best Practices for Gender Integration in Organizations and Programs from the InterAction Community: Findings from a Survey of Member Agencies*. Washington: Commission on the Advancement of Women, 1996.
- CGIAR. "Making Change: A Framework for Promoting Gender Equity in Organizations." *CGIAR Training Lens, CGIAR Staffing Program Newsletter* 3 (no. 2, October 1998).
- Excerpts from Slocum, Rachel et al. *Power, Process and Participation: Tools for Change. Intermediate Technology Publications*. 1995.
- Snyder, Margaret. "Women and African Development." *Choice* 37 (no. 6, February 2000): 1037-1051.
- WIDTECH. Gender and Results Workshop: Building Technical Expertise. 2000.

## **FOLDER 2 - GENDER, HEALTH AND POPULATION**

- Riley, Nancy E. "Gender, Power and Population Change." *Population Bulletin* 52 (no. 1, May 1997). Washington DC: Population Reference Bureau.
- USAID. *Guide for Incorporating Gender Considerations in USAID's Family Planning and Reproductive Health RFAs and RFPs*. October 2000.

## **FOLDER 3 - GENDER, DEMOCRACY AND GOOD GOVERNANCE**

- Hunt, Julie. "Understanding Gender Equality in Organizations: a Tool for Assessment and Action." *Development Bulletin* (no. 51, March 2000).
- ICRW and CEDA. *Promoting Gender Equity in the Democratic Process: Women's Paths to Political Participation and Decisionmaking*. 2000.
- Karono, Elizabeth. "Women Bring New Priorities to Public Governance." *DENIVA News* (July-December 1997): 2-3.
- Mukhopadhyay, Maitrayee. "Gender Equity and Equality: The Agenda for Good Governance." *Connections* (no. 10, June 1998): 16-20.
- Waylen, Georgine. "Policy Arena: Gender and Governance: Democratic Consolidation and Economic Reform." *Journal of International Development* 10 (1998): 957-967.



**ANNEX C**  
**SUPPORTING TRAINING MATERIALS**



## **SUPPORTING TRAINING MATERIALS**

### **EXERCISE – DAY 1**

#### **Gender Analysis**

Gender analysis refers to the socio-economic methodologies that identify and interpret the consequences of gender differences and relations for achieving development objectives. Gender analysis provides contextual understanding of the environment in which development policies, programs, and projects operate. It examines disparities in the roles, activities, needs, constraints, opportunities, and power associated with being male and female in a given context and looks at how these attributes affect and are affected by interventions and policies.

Differential access to and control over resources (land, labor, capital, produce, tools, knowledge, institutions, social networks) is an essential component of the analysis, as is the comparative participation of men and women in the exercise of power and decision-making. Collection of sex-disaggregated quantitative and qualitative data provides empirical foundation for assessing potential impact of gender relations on the program, and the relative benefits to men and women.

#### **Exercise**

Day 2 of the Training Program has been designed to provide participants with direct experience in incorporating gender considerations into the various phases of the program cycle. Each SO team will thus be invited to work from its program objective and to select a specific project that will be utilized as a case study for the various exercises to be carried out during the day. The main source of information for the exercises will be the data contained in the USAID Benin gender assessment and strategy which participants are welcome to complete with their own knowledge and experience.

#### **Instructions**

- Take 10-15 minutes to read the major issues identified in the Benin gender assessment and strategy for your SO.
- Identify key issues related to gender relations, roles and identities for:
  - Your Strategic Objective (Program Level);
  - The project that your team has selected as a case study for this gender training (Activity Level);
- Use the grids provided below to record your answers;
- On flip chart paper, present the most critical issues for each level.

## 1. ACTIVITY PROFILE: WHO DOES WHAT?

[illegible]

## 2. ACCESS TO AND CONTROL OVER RESOURCES AND BENEFITS

List the key resources and benefits available in the situation described in the overview presented in the Benin assessment (for your SO) and as it relates to the project selected by your team. Check off which group (or groups) has access to this resource/benefit, and which group (or groups) has control over this resource/benefit.

[illegible]

## **EXERCISE – DAY 2**

### **Gender Analysis**

Gender analysis refers to the socio-economic methodologies that identify and interpret the consequences of gender differences and relations for achieving development objectives. Gender analysis provides contextual understanding of the environment in which development policies, programs, and projects operate. It examines disparities in the roles, activities, needs, constraints, opportunities, and power associated with being male and female in a given context and looks at how these attributes affect and are affected by interventions and policies.

Differential access to and control over resources (land, labor, capital, produce, tools, knowledge, institutions, social networks) is an essential component of the analysis, as is the comparative participation of men and women in the exercise of power and decision-making. Collection of sex-disaggregated quantitative and qualitative data provides empirical foundation for assessing potential impact of gender relations on the program, and the relative benefits to men and women.

### **Exercise**

Day 2 of the training program has been designed to provide participants with direct experience in incorporating gender considerations into the various phases of the program cycle. Each SO team will thus be invited to work from its program objective and to select a specific project that will be utilized as a case study for the various exercises to be carried out during the day. The main source of information for the exercises will be the data contained in the USAID Benin gender assessment and strategy which participants are welcome to complete with their own knowledge and experience.

### **Instructions**

#### **Step 1**

##### **A. Gender Analysis at SO Level**

- Take 10-15 minutes to read the major issues identified in the Benin gender assessment and strategy for your SO.
- Discuss the following questions:
  - Who are the direct customers?
  - Are there other stakeholders that you should consider in relation with this project?
  - Have differences been considered? How does the problem affect men, women, boys and girls? Is it different for each group?
- Using the grids provided below complete the activity profile and the resource/benefit checklist.
- Identify intermediate objectives (results?) that specifically address gender-based constraints in achieving the strategic objectives.



**ACTIVITY PROFILE: WHO DOES WHAT?**

S.O.: \_\_\_\_\_

ACTIVITY	WOMEN/GIRLS	MEN/BOYS

**ACCESS TO AND CONTROL OVER RESOURCES AND BENEFITS**

S.O.: \_\_\_\_\_

List the key resources and benefits available in the situation described in the overview presented in the Benin assessment (for your SO). Check off which group (or groups) has access to this resource/benefit, and which group (or groups) has control over this resource/benefit.

Resource/Benefit	Who has access?			Who controls and makes decisions?		
	Women/ Girls	Men/ Boys	Both	Women /Girls	Men/ Boys	Both

#### B. Gender Analysis at the Project Level

- Starting with the results of the previous exercise, participants are asked to identify and gender issues that would specifically apply to their project.
- Discuss the following questions:
  - Who are the direct customers?
  - Are there other stakeholders that you should consider in relation with this project?
  - Have differences been considered? How does the problem affect men, women, boys and girls? Is it different for each group?
- Using the grids provided below, complete the activity profile and the resource/benefit checklist.
- Identify intermediate objectives (results?) that specifically address gender-based constraints in achieving the strategic objectives.

**ACTIVITY PROFILE: WHO DOES WHAT?****Project:** \_\_\_\_\_

<b>ACTIVITY</b>	<b>WOMEN/GIRLS</b>	<b>MEN/BOYS</b>

**ACCESS TO AND CONTROL OVER RESOURCES and BENEFITS****Project:** \_\_\_\_\_

List the key resources and benefits available in the situation described in the overview presented in the Benin assessment (for your SO). Check off which group (or groups) has access to this resource/benefit, and which group (or groups) has control over this resource/benefit.

[illegible]

## Step 2—Data Collection Plan

The second step of the exercise will focus on planning the collection of additional data for the gender strategy to be developed for your project. We are asking that each team answers the following questions.

Research Objectives	Data Sources	Collection Methods
What do you need to know?	Where can you find existing data?	How can you fill gaps?

## Step 3—Analysis of Information on Gender Relations that Emerge from Technical Analysis

Participants are asked to discuss the following:

1. Analysis and interpretation:
  - What are the patterns and trends?
  - What is happening?
  - Why is it happening?
2. Key questions to be answered:
  - How will gender relations affect the achievement of results?
  - How will the results affect the relative status of women?

Each team will be asked to present a summary of the discussion to the group.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Step 4—Designing Results to Address Key Gender Issues

Gender analysis leads to the formulation of gender-sensitive intermediate and sub-intermediate results.

- A. To guide the review of existing results participants are asked to answer the following questions:
- What intermediate steps need to be taken to reach the objective?
  - What resources are needed to accomplish these steps – in terms of land, labor, capital, information? What types of organization are needed to accomplish the results?
  - Who controls these resources? Is this control likely to change during the course of the program?
  - What tasks (formal and informal) are essential to accomplishing the results? Which tasks do women perform and which do men perform?

- Are there constraints of time or access that may interfere with women's or men's ability to perform these tasks?
- In what way do interactions between men and women within the household affect the availability of resources and the distribution of the benefits from achieving the strategic objective?
- How will the achievement of these results shift the balance of control of or access to resources between men and women? How will men and women be affected by these results? In turn, how are these shifts (or lack thereof) related to sustainability of the results?

B. Referring to the results framework participants are asked to review the intermediate and sub-intermediate results to which the project is contributing.

- What changes would you propose in order to make the IR and sub IR more gender-sensitive?

Current Results	Proposed/Revised Results

### EXERCISE – DAY 3

#### Monitoring, Reporting on Performance, and Creating Synergies throughout the USAID/Benin Activities (Continuation of Day 2)

#### Step 5—Performance Management

##### *Developing Gender-Sensitive Indicators*

- Starting with review of group work from Day 2, participants will be asked to develop indicators to measure the results identified for their project.
- Discuss how the data collected by the partner on the indicators will inform you on the progress toward results, on implementation constraints, possible measures for improvement?

Results	Indicators

## Step 6—Activity Planning and Approval

### *Preparing a Gender Statement*

Activities designed to achieve the objectives of the strategic plan should also address gender issues in a manner consistent with the findings of the technical analyses. Fulfilling the policy involved either 1) a gender statement outlining key gender issues related to the activity or 2) a rationale explaining why no gender issues are considered significant to results achievement.

For each activity subject to approval the SO team must, in one page or less, outline the most significant gender issues that need to be considered during activity implementation.

Participants are asked to select an activity to be implemented as part of their project and to prepare a gender statement. The questions presented below are provided as a guide to develop the gender statement.

**Are women and men involved or affected differently by the context or work to be undertaken?**

**If so, is this difference potentially significant for managing toward sustainable program impact?**

The statement must also describe how these concerns will be addressed in any competitive solicitations financed under the activity (RFPs, RFAs or APS)

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C. Activity Approval: Integrating gender considerations into all phases of implementation (including RFAs and RFPs).

Participants are asked to develop criteria for assessing gender considerations in RFAs and RFPs.

**For Program Implementation and Evaluation:**

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**For Assessing Partners' Institutional Capacity:**

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**For Staff qualifications?**

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**Can you think of other activities/requirements in which you would need to mainstream gender considerations?**

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**ANNEX E**  
**EVALUATION INFORMATION**



## EVALUATION INFORMATION

Number of forms completed: 9

**1. Please indicate to what extent your skills have been enhanced in the following areas:**  
[Answers range from 1, not at all, to 5, fully]

a. How to identify and address gender in program sectors

	1	2	3	4	5
<b>No. of answers:</b>		4	4	1	

b. How to identify and develop cross-cutting synergies as they relate to gender

	1	2	3	4	5
<b>No. of answers:</b>		1	3	5	

c. How to monitor and report on performance in achieving gender results

	1	2	3	4	5
<b>No. of answers:</b>		5	4		

**2. Will your participation in this workshop enable you to better incorporate gender considerations into your work? Please explain.**

Participants' comments:

- Since I better understand conceptual contents of gender area, I think that I've got enough capacities for such incorporating of gender considerations.
- Yes, because my awareness of the issues increased.
- Yes to some extent. Before this meeting I had a confused notion on gender. Now I have become more gender-conscious and can act as a reminder where gender is being overlooked or applied wrongly.
- Yes, however I am afraid that I will not be able to do it as I should because of time constraints.
- Yes, my participation to this workshop is an opportunity to understand what is gender, what are gender considerations and how to look at projects with gender glasses.
- This training will allow me to better understand gender issues. It will enable me to better incorporate gender considerations in my work.
- Yes, because the notion of gender is clearer and now I know the tools to be used in order to do a gender analysis.
- I am not sure I mastered everything I have from this training. The tools were a bit confusing. However I think I could adapt them as I approach the gender analysis. Then and only then I could be affirmative or not of doing a good analysis. But no doubt it will be incorporated as it is a mission policy.
- Yes I shall review with my SO Team, our intermediary results and our indicators in order to incorporate a gender approach.

**3. What other resources/support might be helpful for further improvement of your skills in incorporating gender into your activities?**

- Some programming practical activities on gender.
- Have example of how other mission integrate gender issues in their documents;
- Have the WID Officer do his/her job.
- Other trainings (in-depth), discussion with other USAID missions, gender resource documents.
- Additional training would help. Also reducing present workload to focus rather on gender.
- My team leader is already committed to gender strategy. I think that this training is good but is not sufficient. We do more training in the mission.
- More practice. Opportunities to work with SO on Gender and development.
- Appropriate time. Other relevant documentation.
- Follow up of incorporating gender into our activities.

**4. Do you have additional comments about the training workshop?**

- The training was useful for my personal activities within my team and the trainers were very efficient.
- Timing and venue was a problem for training. Commitment from management was not entire.
- Timing is not really appropriate. Next time training should be well timed.
- Wonderful, really helpful and useful.
- The training went very well. The two trainers are very good, flexible but the training site is not appropriate. Outside the mission will be better.
- This workshop is helpful and should also be provided to partners and teams. Team leaders need to be convinced.
- In the future plan additional time to train.